NJ Project Learning Tree, Project WET, and Project WILD Joint Guidelines for Facilitator Mentoring

New Jersey is often referred to as a big "small town." This is particularly true in the close-knit communities of environmental educators and natural resource professionals. Projects Learning Tree, WET, and WILD observe this closeness in our intersecting networks of current and prospective workshop facilitators. This joint facilitator mentoring program helps us to interact more effectively with our collective pool of dedicated friends and volunteers, and they with us.

The facilitator mentoring program provides a system for training new workshop facilitators at their own pace and with the support of seasoned facilitators. It allows Projects Learning Tree, WET, and WILD to train new facilitators through an on-going process and when their interest is high. The joint program also provides a framework for training facilitators from one Project in one or both of the others, in a way that values their accumulated experience and respects their busy lives.

QUALITIES OF A GOOD FACILITATOR

Workshop facilitators are very special people. Without their time, energy, and enthusiasm, each of the Projects would not have attained the status we enjoy today within environmental education circles. What makes a good facilitator? Consider the following qualities.

works well in groups	capable	enthusiastic
stays on task	sharp	resourceful
organized	flexible	open-minded
cooperative	energetic	willing to learn
friendly	quick to lend a hand	sense of humor
responsible	easy to talk to	empathetic
active learner	relaxed as presenter	

FACILITATOR IN TRAINING

The facilitator in training is an individual who wishes to become a workshop facilitator in one or more of Projects Learning Tree, WET, and WILD. Trainees will learn the skills necessary for preparing and facilitating great workshops, through the assistance and support of a mentor.

FACILITATOR MENTOR

The facilitator mentor is a seasoned facilitator in at least one of the Projects, who agrees to support and assist trainees in learning the skills to conduct educator workshops. Mentors will be required to integrate the trainee into the workshop program at all different stages and with an expanding role. Mentors will be asked to assess the trainee's readiness to facilitate workshops independently.

To enroll in the facilitator mentoring program, you must complete the following requirements.

Complete an Application Form (attached).

Complete an Educator Workshop

You must be trained at an educator workshop in the Project for which you wish to facilitate before you will be considered for that Project.

Meet with the State Coordinator

You will discuss with the state coordinator your teaching and/or natural resource experience and reasons for wanting to become a facilitator. Together, you will review the list of prospective mentors and develop a plan for completing the mentoring program. You will also examine the expectations and requirements of facilitators, as outlined in the Facilitator Handbook, which you will keep.

Once enrolled, you must complete the following requirements.

Participate in Two Workshops*

You will work with a mentor on the planning, delivery, and follow-up of at least two workshops. The mentor need not be the same for each workshop.

At the **first workshop**, the trainee is expected to lead approximately **30%** of the workshop (approximately 2 hours). Your role may include the following: conducting the ice breaker or overview of the guide, reviewing the history and purpose of the Project, introducing and leading an activity, facilitating participant modeling of activities, or other elements with which you are most comfortable. During the remainder of the workshop, the trainee will remain involved by contributing to discussions, assisting the other facilitator(s), and assisting workshop participants. You should pay close attention to the mood and energy of the audience and the actions of your mentor.

At the **second workshop**, the trainee will lead approximately **60%** of the workshop (approximately 4 hours). Your role may include any of the elements of the workshop.

Trainees receive no stipend for their participation in the two workshops, as this is training time.

* *If you are a facilitator for one of the Projects and wish to be mentored as a facilitator for another Project, you must participate as a Trainee in only one workshop. You are expected to lead at least 50% of the workshop.*

Evaluate the Workshops

At the conclusion of each workshop, the trainee and mentor shall review the day's events, what worked well, and what might have been done differently. The trainee and mentor will each complete independent evaluations of the trainee and submit them to the state coordinator.

Submit Evaluation Forms

The trainee will submit his/her self-evaluation forms to the state coordinator and should call the office to confirm that the mentors' evaluation forms have been received.

Meet with the State Coordinator

The trainee will meet with the state coordinator, or discuss over the phone, his/her readiness to serve as a facilitator. This meeting is an opportunity to discuss the interests and availability of the trainee to conduct workshops, to identify additional training needs, and to review other details.

NJ PROJECT LEARNING TREE, PROJECT WET, AND PROJECT WILD FACILITATOR MENTORING PROGRAM APPLICATION FORM

Name:_____ Occupation:_____

Mailing address:_____

_____

Phone (work):_____(home):_____ E-mail: _____

Are you currently trained as a facilitator in PLT? _____   ...WET?_____   ...WILD?_____

When and where did you participate in an educator workshop for the Project(s) to which you are applying to be trained as a facilitator?

Why do you want to become a workshop facilitator?

What skills and attributes do you possess that will make you a good facilitator?

Please describe your experiences in environmental education, teaching and/or presenting to groups, or managing natural resources, as you believe they relate to the role of a good facilitator.

How would you put your facilitator training to use? Are there specific groups you wish to train?

Please provide two references that are familiar with your work in education and/or the environment.

Name:_____

Address:_____

_____

Daytime phone:_____

Relationship to you:_____

_____

Name:_____

___

Address:_____

_____

Daytime phone:_____

Relationship to you:_____

_____

*I have read the **Joint Guidelines for Facilitator Mentoring** and, by signing this form, agree to the procedures outlined. I understand that Project Learning Tree, Project WET, and/or Project WILD will train me to conduct educator workshops, provide me a Facilitator's Handbook, and support my work as a facilitator.*

Signature:_____ Date:_____

Mail this form to the Project(s) in which you wish to be trained as a facilitator. If you are applying to more than one Project, please note this on the application.

Project Learning Tree
Elizabeth Faircloth
FREC
370 East Veterans Highway
Jackson, NJ 08527
(732) 833-9816

Project WILD
Mimi Dunne

Pequest Trout Hatchery
605 Pequest Road
Oxford, NJ 07863
(908) 637-6735

Project WET
Colleen Gould

414 Evergreen Avenue
Bradley Beach, NJ 07720
(732) 776-5308

NJ PROJECT LEARNING TREE, PROJECT WET, AND PROJECT WILD MENTOR EVALUATION FORM

Mentor Name:_____   Trainee Name:_____

Date and location of workshop completed with Trainee:_____
_____

Did the Trainee assist you in preparing for the workshop?   ___ yes   ___ no

    If yes, how?_____
    _____

Duties assigned to the Trainee at the workshop:_____
_____
_____
_____

Assessment Rubric: On the line provided under each skill, please identify the level of mastery (advanced, proficient, novice) of the Trainee. Identify (highlight, circle, underline) those phrases that most closely describe the performance of the Trainee. Most facilitators possess a blend of mastery (i.e. some advanced and some proficient), so it is expected that you will highlight phrases from more than one level for each skill.

Skills	Levels of Mastery		
	Advanced	Proficient	Novice
Knowledge of Project history and purpose *Level of mastery:* _____	Able to discuss history and purpose easily and without use of notes. Makes it interesting. Comfortable answering questions about topic. Volunteers to conduct this part of workshop.	Able to discuss history and purpose with use of notes or audio-visuals. Comfortable answering questions, particularly when answer is covered in notes. Willing to conduct this part of workshop.	Must rely on notes and audio-visuals to discuss history and purpose. Uncomfortable answering questions about topic. Wants co-facilitator to conduct this part of workshop.
Knowledge of content *Level of mastery:* _____	Conversant in content. Uses notes only to stay organized. Can contribute more than is covered in the background information from guide. Able to answer most any question related to topic. Cites sources of additional information. Confident. Appears to be an expert in topic.	Able to discuss content with infrequent use of notes. May or may not be able to offer content beyond background information from guide. Appears confident in what they know and do not know. Able to answer questions and/or cite sources of additional information.	Must rely on notes and background information in guide to discuss content of activities. Lacks confidence in presenting information. Uncomfortable answering questions about topic. Unable to answer questions not covered in notes or background information.
Knowledge of teaching theory and strategies *Level of mastery:* _____	Conversant in teaching theory and strategies. Uses notes only to stay organized. Very familiar with education reform and state standards. Can define and discuss constructivism, learning styles, authentic assessment, and other topics in greater detail than is covered in the guide. Able to	Able to discuss teaching theory and strategies with infrequent use of notes. Familiar with education reform and state standards. May be able to offer information beyond that covered in the background section of the guide. Appears confident in what they know and do not know. Able to answer	Must rely on notes and information from guide to discuss teaching theory and strategies. Aware of education reform and state standards. Lacks confidence in presenting information. Uncomfortable answering questions about topic. Unable to answer questions not covered in notes.

	answer any related question. Confident. Appears to be an expert in topic.	questions and/or cite sources of additional information.	
Communication and presentation *Level of mastery:* _____	Extremely capable presenter. At ease in front of group. Uses audio-visual aids effectively. Makes eye contact and remembers participants' names. Stimulates comments and participation from participants. Solicits participants' objectives at beginning of workshop and reviews them at end. Modifies workshop to meet participants' objectives. Asks probing questions that solicit more than "yes/no" answers. Gives participants' ample quiet time to think about and respond to questions. Speaks loudly and clearly. Smiles and has sense of humor. Easy to talk to. Confident.	Capable presenter. Relaxed in front of group. Uses audio-visual aids to support presentation. Makes eye contact. Encourages comments and participation from participants. Solicits participants' objectives at beginning of workshop and reviews them at end. Asks follow-up questions if only receiving "yes/no" answers. Waits for responses to questions. Speaks loudly and clearly. Easy to talk to. Appears confident.	Nervous in front of group. Relies on notes to make presentation. May or may not use audio-visual aids. Avoids eye contact. Asks questions with "yes/no" answers. Unlikely to give quiet time for participants to think about and respond to questions. Speaks softly. Appears stiff and uncomfortable. Often does not fill allotted time for their parts of workshop.
Preparation and organization *Level of mastery:* _____	Very prepared. Has clear agenda on flip-chart and/or hand-outs. Has equipment and supplies needed to conduct activities and workshop. Has extra supplies in case of changes in agenda. Provides appropriate balance of active and passive times in workshop. Workshop flows smoothly whether or not the agenda changes during the day. Workshop begins and ends on time.	Prepared. Has agenda on flip-chart or hand-outs. Has equipment and supplies needed to conduct activities and workshop. Provides mixture of active and passive times in workshop. Workshop flows smoothly, though there may be some minor interruptions if agenda is changed during the day. Workshop begins and ends close to stated times.	Mostly prepared. Has agenda, but may not have on flip-chart or hand-outs. May lack equipment and supplies needed to conduct activities and workshop. Must regularly check agenda to identify next steps. Workshop does not flow smoothly. Workshop does not begin or end on time.
Demeanor *Level of mastery:* _____	Is unbiased in presentation of material. Invites differing opinions. Involves all participants and treats them with respect.	Does not convey bias in presentation of material. Allows differing opinions. Involves most participants and treats them with respect.	Expresses bias in presentation of material. Does not give equal time to differing opinions. Does not involve all participants. Appears to have "favorites."

In general, do you feel this Trainee has the skills and demeanor to serve as an effective facilitator? ___ yes   ___ no

Comments: _____

_____

_____

_____

Are you willing to mentor future trainees? ___ yes   ___ no

Signature:_____   Date:_____

Mail this form to the Project(s) in which the trainee wishes to become a facilitator.

Trainee Name:_____   Mentor Name:_____

Date and location of workshop completed with Mentor:_____
_____

Is this your first or second workshop completed as a Trainee? ____ first workshop   ____ second workshop

Duties at workshop:_____
_____
_____
_____

Assessment Rubric: On the line provided under each skill, please assess your level of mastery (advanced, proficient, novice). Identify (highlight, circle, underline) those phrases that you feel most closely describe your performance at the workshop. Most facilitators possess a blend of mastery (i.e. some advanced and some proficient), so it is expected that you will highlight phrases from more than one level for each skill.

Skills	Levels of Mastery		
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	participants. Solicits participants' objectives at beginning of workshop and reviews them at end. Modifies workshop to meet participants' objectives. Asks probing questions that solicit more than "yes/no" answers. Gives participants' ample quiet time to think about and respond to questions. Speaks loudly and clearly. Smiles and has sense of humor. Easy to talk to. Confident.	beginning of workshop and reviews them at end. Asks follow-up questions if only receiving "yes/no" answers. Waits for responses to questions. Speaks loudly and clearly. Easy to talk to. Appears confident.	participants to think about and respond to questions. Speaks softly. Appears stiff and uncomfortable. Often does not fill allotted time for their parts of workshop.
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What do you believe are your strengths as a facilitator?_____

_____

_____

In what areas do you feel you need improvement as a facilitator?_____

_____

_____

Signature:_____   Date:_____

Mail this form to the Project(s) in which the trainee wishes to become a facilitator.

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